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ABSTRACT

Recent research in preservice and inservice teacher education has led to four generalizations concerning effective staff development: (1) teachers should be actively engaged in their own learning; (2) collaboration based upon mutual trust and respect between institutions of higher education, school districts, and the community is essential; (3) changes in attitudes, beliefs, and values are prerequisites for changes in curricula, teaching, and learning; and (4) change does not necessarily mean innovation. Interest in how adults learn has also grown in recent years, and theories related to age, cognition, concept development, personality, and attitude are being reexamined as they pertain to the professional development of teachers. Three types of staff development programs seem to rely on these theories. Teacher centered programs give teachers considerable freedom of choice and responsibility for their own growth within a given structure; teacher directed programs depend heavily on the expertise of practising teachers and allow teachers to play a major role in staff development; and cooperative programs balance the immediate concerns of teachers against the broad vision of institutions such as universities. The successes of these theories and programs raise still further questions that must be answered by reliable research. (JL)

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TEACHERS AS LEARNERS:

APPROACHES TO PROFESSIONAL EDUCATION

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Introduction

The May 1981 issue of English Education presented findings from research by members of the CEE Commission on Alternative Models for Preservice and Inservice Teacher Education, which gave a perceptual view of effective teacher education programs.

The presentations today are designed to take those findings a step further, to move from description toward prescription, to shift from the fact gathering questions what, how, who, when and where to the more probing questions of why and what?

In this presentation, then, I plan first to review briefly the major findings about effective staff development from our own work and that of others. The next part of the presentation will focus on those theories related to adult development and learning which have relevance for professional education. Then some sample programs will be described, to show how theory may be translated into practice. Finally, some questions and considerations for future study will be identified.

Characteristics of Effective Staff Development Programs

The results of our surveys of preservice and inservice teacher education programs and of teacher centers led to the following generalizations concerning effective staff development:

- teachers as learners must be actively engaged in their own learning: teachers should participate in planning; teacher

education should meet perceived needs; programs should allow participants to translate theory into practice;

- collaboration between institutions of higher education, school districts, and the community is essential to provide breadth of vision, richness of resources, and a realistic link between theory and practice;
- such collaboration will be effective only when based on mutual respect and trust both at the institutional level and at the personal level;
- change in attitudes, beliefs and values is essential if significant change in curriculum, teaching and learning is to occur; such change takes time, and cannot be imposed arbitrarily;
- change does not necessarily mean innovation; in today's conservative climate, retrenchment or consolidation may be more effective.

(Cook, 1981: 68)

These findings have been supported by other research. For example, a review of research by Berman and Friederwitzer indicated that successful inservice programs possessed these characteristics, among others:

- based on teachers' expressed needs
- included teacher input early in the program
- dealt with curriculum change and innovation, providing teacher training prior to the onset of a new program

- employed activities for teachers that paralleled those to be used with children, thus creating a model for subsequent classroom application
- provided teachers with a knowledge of subject matter before and after their particular grade levels
- included supervisory personnel as well as teachers in the same program
- held at the school building level
- occurred during the school day with released time for participants
- provided for ongoing, continuous evaluation of the process, the participants and the effects of the program on student achievement

(Berman & Friederwitzer, 1981: 52)

These findings come primarily from teachers' perceptions of effective or successful teacher inservice, and provide useful information at the descriptive level. In order to move to the prescriptive level, however, it is useful to put these findings into a broader perspective, to examine possible reasons why programs with these characteristics appear to be successful. Such perspective may be gained by examining theories related to adult learning and adult development.

Theories of Adult Development

In the past two or three years, there has been considerable interest among teacher educators as to how teachers learn. In the foreword to the

1981 ASCD Yearbook, Staff Development/Organization Development, Barbara Day wrote:

> "We can no longer consider an individual's education complete after 12 to 14 years of formal schooling. Learning and growth take place throughout an individual's lifetime and must continually be a reviewing process."
>
> (Day, 1981: vii)

Willie and Howey, in ATE's publication Staff Development and Educational Change state their belief "that one of the cornerstones of effective staff development is adult development," and "that adult development not only suggests but demands an expanded concept of teacher education." (Willie and Howey, 1980: 25)

Most of the theories related to adult development and learning are not new. In the past, however, there has been little effort to relate what is known about adult development to the professional education of teachers. There are signs that this is changing. Theories related to age, cognition, concept development, personality, and attitude, are being reexamined as they pertain to professional development of teachers.

Some of these theories are listed in the Appendix, and grouped, somewhat arbitrarily, into four major categories: Theories related to age, to affective development, to cognitive development, to needs, concerns and attitudes.

Age Related Theories

The age theorists suggest that during the course of a lifetime, adults move through identifiable stages or transitions. In her popular book Passages, Gail Sheehy (1976) indicated that as adults age, their interests, attitudes to life, and aspirations change. Gould (1972) and Levinson (1978) identified stages of life or periods of transition which are comparable to Sheehy's age related categories. Implications for staff development become apparent when one compares a young teacher in the Provisional Adulthood stage who is concerned with exploring new adult roles, with the thirty-five year old who is seeking to establish roots, or the forty year old in mid-life transition. Yarger and Mertens (1980) add another variable to age-related theory by describing stages of professional development from beginning teacher to developing teacher in the early years of teaching, and finally to experienced teacher. As teachers develop, it is to be expected that their interests, abilities and needs will change, and staff development should not only be sensitive to these changes, but should provide opportunities for healthy professional and personal growth.

Affective Development and Personality Theories

Other stage theorists have examined elements of affective development, and these too have significance for the teacher educator. Kohlberg (1969) has described three levels and six stages of moral development. Loevinger's (1976) theory of ego development identifies seven stages and three transitional stages. Erikson's (1963) work differs in that his model is not

hierarchical, but he identifies eight crisis points in psychosocial growth, loosely related to chronological age, at which significant choices are made by the individual. If they are to be effective, staff development programs need to provide for differing values and varied perceptions of self, and at the same time to encourage continued growth in these areas.

Cognitive Development and Learning Theories

Another aspect of adult development and change which has obvious implications for successful staff development is that of cognitive growth, or how people learn. Conventional staff development programs have tended to treat adult learners as identical, mature thinkers who are able to process information in any way that the teacher educator elects to present it. A variety of studies, however, have indicated that effective adult learning is dependent not only upon the person's intelligence, but also upon the ability to establish conceptual systems, and upon personal learning style. Moreover, there are complex relationships between these more stable factors and other more fluid or situational factors, such as prior experience, level of prior achievement or match of learning style between teacher and teacher educator.

Harvey, Hunt and Schroder's Conceptual Systems Theory (1961) provides a framework within which to examine the ways in which an individual integrates new ideas into his own world-view. Witkin and his colleagues (1977) have described the cognitive styles of field independence and field dependence. They identify two types of learners, the analytic, subject

oriented, impersonal field independent learner, and the holistic, people oriented field dependent learner, and have explored the implications of cognitive style for education at a variety of levels. Other research on learning styles has been proliferating to such an extent during recent years that the journal of the Association on Supervision and Curriculum Development, Educational Leadership, now devotes a column in each issue to this topic.

Tobias (1976) examined the relationship between levels of prior achievement and the type of instructional support needed to accomplish instructional objectives, and found that those with higher levels of prior achievement needed less instructional support than those with lower levels of prior achievement.

Needs, Concerns, and Attitudes

Effective staff development must take into account not only the age and stage of cognitive and affective development of teachers, but also their needs, concerns, and attitudes. Maslow has indicated that unsatisfied needs are powerful motivators. Work by Trusty and Sergiovanni (1966) indicated that among teachers and administrators, the most common need deficiency was at the esteem level of Maslow's hierarchy. There is ample evidence in modern schools to support this finding; teaching tends to be an isolated (often lonely) profession, with little recognition or appreciation unless the teacher leaves the classroom for more prestigious jobs in which he/she receives greater status and respect. Staff development programs need

to address the teachers' need for esteem, and to provide opportunities for them to gain respect and recognition from their peers.

Such respect and recognition is not likely to be forthcoming, however, unless the teacher has a high degree of competence to support it. Certificates of attendance, released time, and other simplistic rewards may provide some measure of support, but esteem and respect are appreciated fully only when the teacher feels that they are earned, that he/she has gained a measure of competence which deserves recognition.

Hall and Loucks (1978), building on the work of Frances Fuller, have identified seven Stages of Concern about an innovation, moving from the lowest level, Awareness, through Informational, Personal, Management, Consequence and Collaboration Stages to the highest Stage, Refocusing, at which point the teacher is so competent that he/she is able to integrate the initiation into his/her own work and explore more universal benefits from the innovation in other situations. At this point, the teacher may indeed be in a position to gain true recognition and esteem.

Closely related to needs and concerns are attitudes. Sergiovanni and Elliott (1975) have identified two types of investment made by people in their work in order to obtain the desired returns or rewards. The first, participation, is that required by all teachers to maintain their position, and may be summed up as "a fair day's work for a fair day's pay." Limited investment is made by the teacher, who expects to gratify only lower order needs: security, social needs, and a small measure of esteem. The second

type of investment, which they term performance, involves the teacher in giving much more than is absolutely necessary, in "going the extra mile." At this point, they suggest, the teacher needs rewards which give high levels of esteem and self-actualization. More money, more released time, better working conditions, while they may be appreciated, are not the most appropriate rewards for this type of investment. One wonders whether the high incidence of teacher "burn-out" may not be related to the lack of appropriate satisfaction of higher order needs.

This brief overview of some theories related to adult development is designed to point out some of the many variables affecting the individuals who engage in staff development programs. In a recent address to participants in a conference in Texas, O. L. Davis, University of Texas at Austin, reminded teacher educators that "teachers are different, too; teachers are learners and different, too." We have learned the importance of treating children and young people as individual learners. It is high time that we treat teachers with the same kind of care and respect as people who learn at different rates and in different ways, whose "maturity" depends on a wide range of interrelated variables, and who bring to the learning task a tremendous variation in prior knowledge, interest, and investment.

Sample Programs

Given this range of differences in teachers, what type of programs can be devised to meet their needs and to assist them to be more effective in their profession?

A search of the literature and my own experience has indicated three major types of staff development which appear to take into account the teacher as a professional, as a learner, and as an individual. These may be termed, first, teacher-centered programs, second, teacher-directed programs, and third, cooperative programs.

Teacher-Centered Programs

Teacher-centered programs are not to be confused with Teacher Centers, but should be compared with child-centered or student-centered education. The organization, structure, and facilitation of learning is the responsibility of the teacher educator, who provides a learning situation for teachers.

One example of this was the Professional Development Center, developed under the auspices of a regional Education Service Center in San Antonio, Texas and in operation from 1976 to 1982. This was really a learning center for adults. It was housed in a typical classroom filled with books, materials and audiovisual hardware and software common in schools. Teachers enrolled in the PDC for five days. After an initial introductory lecture, teachers took a diagnostic placement test covering thirteen idependent study units related to the major thrust of the PDC (individualization, special education, gifted and talented are some examples of the programs offered through the PDC). Teachers then moved into Management System 2, a time rotation through learning centers related to the study units. Learning centers incorporated audiotapes, films, books, study guides, etc. The staff member kept a Student Progress Chart for each teacher to indicate activities completed successfully.

On the second and third days, teachers engaged in Management System 3, a diagnostic/prescriptive system, which incorporated direct teach and assigned multimedia activities, with a post test on the assigned study unit.

The fourth day involved the teacher in Management System 4, which resembled System 3 except that direct teach was an option, rather than a requirement. The fifth day provided opportunities for the teacher to design an instructional management system appropriate for his/her own classroom with the help of the staff member.

Throughout the experience, and particularly at the end of each day, there was a debriefing, and opportunities were provided for teachers to reflect on their own learning. The PDC staff member maintained contact with the teacher when he/she returned to the classroom. (Simone, 1980: 47-52).

A program with a different format, but based on a similar philosophy of teacher education was the Rutgers Metric Program, (METRIC CAP) which was designed to increase the metric knowledge of elementary school teachers and students. Funded through the DHEW Metric Education Program, it operated in New Jersey urban and suburban schools from 1976 to 1980. Participation was on a voluntary basis.

The program included three full days of metric instruction, well spaced over three months, to allow teachers to try out activities and materials in their classrooms. Activities for teachers, as in the PDC model, were designed to parallel those recommended for students. A second phase used a delivery system referred to as the multiplier approach, in which teachers trained during the first phase served as staff developers and resource persons

in their own schools. In this second stage, the inservice programs were conducted during a variety of time periods, depending upon the needs and constraints of each school or school district, and were designed to meet the specific needs of individual teachers. (Berman & Friederwitzer, 1981: 54-56)

These two programs gave teachers considerable freedom of choice and responsibility for their own professional growth within a given structure. Another type of program might be termed teacher-directed, in that the teachers, those who are receiving inservice education, are those who design and structure those programs.

Teacher Directed Programs

One example of this type of program has been conducted recently by the San Antonio Area Council of Teachers of English. The Executive Committee of the Council was continually confronted with two problems, first, how to design workshops for the fall and spring meeting which would meet the needs of a reasonably large number of the members, and secondly, how to meet the needs of those who were not interested in the topics offered at the fall and spring meetings. There was a strong belief among members of the Executive Committee that there should be more opportunities for teachers to share their expertise and experiences with each other, so a program of Small Group Meetings was initiated, and has been in operation since 1980. Each month, a council member (usually not a member of the Executive Committee) hosts a Small Group Meeting in her home, and selects a topic. Postcards giving the date, place and topic are mailed to all council members. Any who are

interested meet together informally, discuss the topic, and share experiences, ideas, and materials. Topics covered so far include Organizing Writing, Problem-Solving Strategies for Teaching Composition and Literature, Teaching Literature at the Elementary Level, Teaching Literature at the Secondary Level, and Research Paper and the Library, and Issues in the Teaching of English. The size of the group has varied from 6 to 20 participants, and feedback has indicated that teachers felt that the Small Group Meetings filled a real need in professional development which was not being met elsewhere.

Another program which also depends heavily on the expertise of practicing teachers, and allows teachers to play a major role in staff development is the Helping Teacher Cadre in the Lincoln, Nebraska, Public Schools. This program was designed to implement a broad range of training needs identified by teachers in the district, and to maximize the internal resources of the public school district in meeting inservice needs. After a district-wide needs assessment has been conducted, teachers who have demonstrated excellence in areas of identified needs are selected to serve as Helping Teachers. They then work with their fellow educators in response to various requests for assistance, through presentation, demonstration teaching, modeling one-on-one activities, serving as a resource person, or developing materials. Helping Teachers receive training through an intensive orientation at the beginning of the school year and monthly meetings of the Cadre. Each Helping Teacher maintains his/her regular teaching duties, with two days released time each month for carrying out staff development responsibilities. Tenure in the Cadre is normally for one year only, so that as many teachers as possible may

have the opportunity to serve as a Helping Teacher. The benefits of the program have been summarized as follows:

> The Helping Teacher Cadre...provides a unique dimension to staff development. The Cadre offers an opportunity for individuals to share their expertise. Concurrently the Cadre serves to meet the identified needs of the school district. Most importantly, the Cadre provides a school-focussed perspective in addressing over-all district policy. (Bents, 1981: 106)

Cooperative Programs

There are many advantages to programs in which teachers take major responsibility for their own professional development, in terms of relevance, immediacy, and experiential learning. However, there are also possible disadvantages: a focus on relevance and immediacy may lead to narrowness of scope and vision; too much emphasis on experiential learning may lead to a "make and take" orientation with little attention paid to underlying concepts and theories. There is a need to maintain balance and integration of broad goals with immedicate concerns, of theory with practice. One way to protect this balance is through collaboration of those more interested in the broad vision with those who are daily confronted with immediate concerns; an obvious example of this in education would be collaboration between the university on the one hand and the schools on the other.

Throughout the country, there are numerous examples of this type of collaboration. In Texas, for example, every institution of higher education

engaged in initial teacher preparation must, by law, contract to work together with one or more school districts in a Teacher Center through which student teachers are placed in schools and cooperating teachers are provided appropriate inservice training. In other places, collaboration may be initiated by the university, the school district, or by an outside agency.

The roles of the university and the school district vary widely. The university may be responsible for training teacher trainers (Bents, 1981: 102); it may engage faculty members as field-based teacher educators (Yarger, 1981: 37); it may arrange for a joint appointment with a school district for a Teacher Center Coordinator (Howey et al, 1981: 77). There is in many places throughout the country a healthy awareness of the interdependence of universities and colleges with public school districts in the professional education of teachers, both at preservice and at inservice levels of training.

Conclusion

It is apparent from looking at the literature, in publications of professional organizations such as ASCD and ATE, in textbooks on instructional supervision, and in the many published accounts of staff development programs, that throughout the country teacher education is being taken seriously. There is a genuine interest in programs that appear to be successful, and exploration of the apparent reasons for their success. There is growing awareness of the significance of theory related to adult development and change.

At this point in time, if teacher education is to be a truly professional venture, there are important questions that need to be explored, and a real need for sound and reliable research to be carried out.

In closing, let me identify a few of these questions that come to mind as I think about staff development in the 1980's:

1. How do theories of adult development in general relate to the specific population of teachers? of smaller populations such as English Teachers? In what ways do these populations differ from other populations?
2. What are the precise implications of adult development and change theory for teacher education programs? How may these implications be tested and refined to provide a closer link between theory and practice?
3. How may stages of development in teachers be identified in reliable, valid, and efficient ways?
4. How should teacher educators be trained, so that they can use and expand the range of knowledge and concepts related to adult development?

As I learn more about how teachers learn and about how professional education programs are conducted, I am finding more questions than answers. That, I think, is healthy, even though it is unsettling and sometimes disturbing, because it provides for more learning, more exploration, more paths to follow, and ultimately a clearer vision of where we need to go. And that, I believe, is what teacher education is about.

APPENDIX

Some Theories Related to Adult Development and Learning

Age-Related Theories

D. J. Levinson	Periods of Transition
R. Gould	Stages of Life
G. Sheehy	Passages
S. J. Yarger and S. K. Mertens	Professional Age Variables

Affective Development and Personality Theories

L. Kohlberg	Moral Development
J. Loevinger	Ego Development
E. Erikson	Psychosocial Growth

Cognitive Development and Learning Theories

S. Tobias	Achievement-Treatment Interactions
O. J. Harvey, D. E. Hunt and H. H. Schroder	Conceptual Systems Theory
H. Witkin	Field Independence/Field Dependence

Needs, Concerns and Attitudes

A. Maslow	Hierarchy of Needs
F. Fuller	Teaching Concerns
G. E. Hall *et al*	Stages of Concern

Some Sample Teacher Education Programs

Teacher-Centered Programs

Professional Development Center, Educational Service Center, Region XX, San Antonio, Texas
METRICCAP (Rutgers Metric Program), New Jersey

Teacher-Directed Programs

Small Group Meetings, San Antonio Area Council of Teachers of English
Helping Teacher Cadre, Lincoln Public Schools, Lincoln, Nebraska

Cooperative Programs

Texas Cooperative Teacher Center Network
University of Southern California/Lynwood Unified School District Trainer of Trainers Program
Syracuse Area Teacher Center, Syracuse, New York
Howard County Teacher Education Center, Maryland

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